

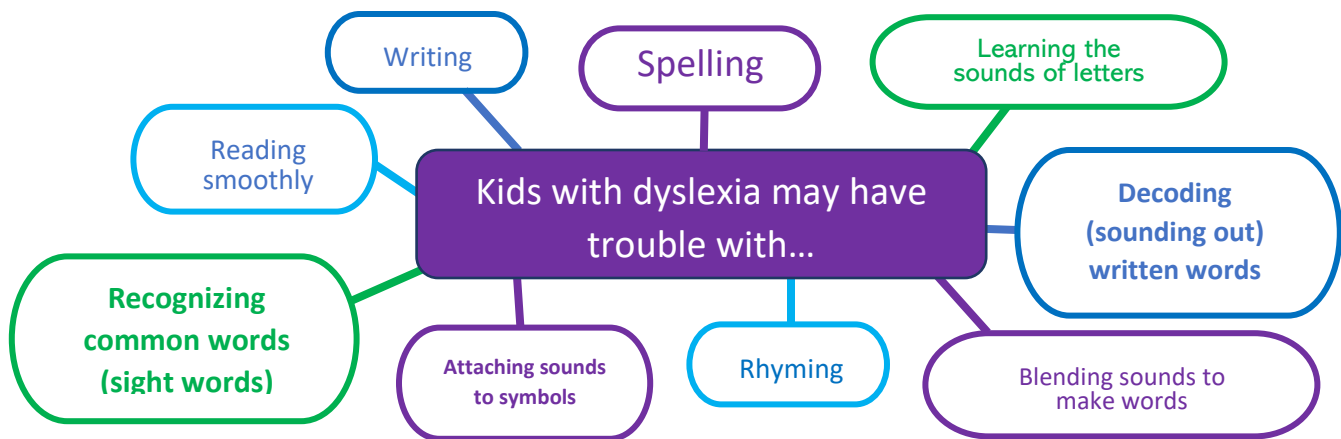


Dyslexia is...

- A brain based issue that is characterized by difficulties with accurate or fluent recognition of words and by poor spelling and decoding abilities.
- The most common learning disability in the area of reading and affects 15-20% of the US population
- Typically diagnosed by a licensed clinical psychologist, and depending on credentials, other medical professionals

Dyslexia is not...

- Associated with intelligence. Dyslexia occurs in people of all intellectual levels and has nothing to do with a child's level of intelligence
- A problem with vision. The core issue involves understanding how the sounds in words are represented by letters. Reversal of letters is not dyslexia
- A problem of laziness. Kids with dyslexia are already trying hard. They need more help to make progress
- Diagnosed by school personnel or those without the appropriate credentials



Our response to Minnesota Department of Education's recommendation of using: ***Structured Literacy based on the Science of Reading***

- We offer highly explicit and systematic teaching that focuses on phonological awareness, word recognition, phonics, decoding, spelling and syntax through our Tier 1, Tier 2 and Tier 3 Instructional programs of *Heggerty* and Orton Gillingham-based *Foundations, Just Words & The Wilson Reading System* using multisensory structured literacy instruction.
- We offer instruction to promote fluency, vocabulary growth and background knowledge development to assist reading comprehension and explicit instruction in language structure to assist writing skills utilizing the *Treasures* program and the *Wilson Reading System*.

Our response to the Minnesota dyslexia screening law which states: ***Each school district must screen students identified as not reading at grade level for characteristics of dyslexia***

- We universally screen all students (K-8), in the fall/winter/spring using FastBridge measures which are designed to identify characteristics associated with dyslexia.
- We utilize additional diagnostic measures of assessment (Phonological Awareness Screening Test, Phonics Inventory, Spelling Inventory, Vocabulary Screener, and Comprehension MAZE assessment) to further determine skill-based needs

High Quality Reading Instruction & Intervention

High Quality Reading Instruction includes the intentional, systematic, and consistent use of programming that addresses the two essential domains of reading: **Word Recognition** and **Language Comprehension**.

Word Recognition: Phonological Awareness, Decoding, Encoding, and Sight Recognition (it is in this domain where characteristics of dyslexia will be evident)

K, 1 & 2

Heggerty – structured systematic phonological and phonemic awareness program (Tier 1, 2 & 3)

Fundations – multisensory, sequential, and systematic phonics, spelling & handwriting program (Tier 1, 2 & 3)

3 - 8

Heggerty – structured, systematic, phonological and phonemic awareness program (Tier 2 & 3)

Just Words – multisensory, sequential and systematic phonics, spelling & handwriting program (Tier 2)

Wilson Reading System – structured and systematic instruction of the English language structure (Tier 3)

Language Comprehension: Background Knowledge, Vocabulary, Language Structures, Verbal Reasoning and Literacy Knowledge.

K-6

Houghton Mifflin (Kindergarten & 1st Grade)

Treasures – (2nd – 6th grade)

Universal Screening

Reading Measures are used to collect data from all students in the Fall/Winter/Spring

Kindergarten and 1 st Grade Screening Measures Conducted Fall/Winter/Spring	
Kindergarten	1 st Grade
* Concepts of Print	*Word Segmenting
* Onset Sounds	*Sight Words
* Letter Name Fluency	*Nonsense Words
* Letter Sound Fluency	Sentence Reading
*Word Segmenting	Oral Reading Fluency
*Nonsense Words	* Dyslexia Screeners

2 nd and 3 rd grade	4-8 th grade
Oral Reading Fluency	
aReading	aReading
*autoReading	*autoReading

aReading – adaptive measure of **broad reading ability** (comprehension); individualized for each student

autoReading – measure of accuracy and rate of **phonological** (sound), **orthographic** (spelling) and **semantic** (meaning) skills.

Instructional Planning

In Kindergarten – 8th grade, Child Study Team meetings are held, where classroom teachers and interventionists meet to review and analyze data and discuss appropriate programming for students whose data indicates below benchmark performance in reading. After analyzing the data, when appropriate, the team will make a Tier 2 intervention placement where students then begin working with an interventionist, using appropriately targeted Tier 2 programming. Weekly data is collected to monitor student progress and is reviewed monthly. Decisions are made based on each student’s response to the intervention(s) they are receiving. Evidence based decisions may include exiting a student from intervention upon meeting exit criteria, adapting or changing the intervention tool if growth is not accelerating progress, or when deemed appropriate, a special education referral.